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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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The Tomorrow of Los Angeles

By ALBERT E. WINSHIP

THE Washington meeting of the Department of Superintendence next February will be the tomorrow of the Los Angeles meeting, as the Los Angeles meeting was the tomorrow of the devotion of the Association for the four months from Detroit to Los Angeles.

The National Education Association is the beneficiary of the famous success of the most important education meeting in the New World.

The meeting of the Department of Superintendence is the most important demonstration of any department of the Association.

Superintendents represent all interests of public school supervisors, teachers, children, youths, and adults.

Disaffection with public education will be focused on the elections and appointments of superintendents for the next five months.

The National Education Association's chief business till January will be the stabilizing of public sentiment on education for the benefit of superintendents.

The Washington meeting can do nothing to safeguard superintendents in the elections and appointments of the coming months.

A continuance of the spirit which gave Florence Hale 1039 of the 1047 votes at Los Angeles will save practically every superintendent who is in jeopardy.

The Journal of Education will devote itself to the promotion of the election and appointment of superintendents in the twenty issues from September 7 to January 11 with the same devotion that we did to the election of Florence Hale from March 16 to June 29.

The same consecration of every one who promoted the famous success of the Los Angeles meeting will make the Washington meeting equally glorious.

Let's give Shankland and Broome and all superintendents the same cause for rejoicing at Washington that was given Crabtree, Sutton, and Florence Hale at Los Angeles.

Belding's Page

Demonstration Classes

SOME of the most fruitful work of the summer schools is done through the medium of demonstration classes. Few things are more inspiring to the teacher than to see teaching done by a master teacher. No amount of theorizing can be so convincing as the sight of a real teacher getting real results from real boys and girls.

How does it work out for the boys and girls? Some teachers can be heard voicing opposition to vacation classes, as if they were an infringement upon some inalienable right of idleness. There are children whose chief need at the close of the school year is one of physical upbuilding. For those children to be subjected to indoor study in the weeks of respite is a serious mistake. But for the average pupil a portion of each day for five or six weeks may very well be given over to skillfully directed study. Such an experience has been known to result in an astonishing revelation of latent abilities and a new zeal for intellectual effort. The only disappointment is likely to be the return in the fall of the year to dull, ineffectual instruction in the subject which has been made to glow with life under the touch of an exceptional teacher.

Of course one of the worst tragedies is the demonstration class which fails to demonstrate anything but ineptitude and failure. This happens occasionally when a technician devoid of personality is chosen to conduct the demonstration work. Happily such cases are unusual.

Confused Organization

THE general plan of public school organization looks simple enough and straightforward enough in theory—a school board or committtee representing the will of the citizens as to major policies and the application of funds; a superintendent as business and professional administrator, under authority of the board; and a corps of principals, supervisors and teachers acting under direction of the superintendent to carry out the work in detail.

In practice, however, many departures and exceptions occur. Probably there are few school systems in the United States which consistently function in accordance with the simple plan which is logically laid down by community experience as the most workable.

School boards have a way of reserving to themselves certain powers which they ought to delegate to the superintendent. Board members often give needless portions of their time to petty affairs such as the purchasing of supplies, the complaints of teachers and even those of pupils, and numerous odds and ends which can far better be managed by a single responsible authority who can view the situation in its entirety. Boards are apt to dip into matters here and there. Sometimes they pass over a superintendent's head in a fashion which is unbusinesslike and humiliating to their chosen executive. They should have confidence in his leadership. He is engaged as an expert. His ideas are subject to their review and checking as to wisdom and acceptableness to the community. But when programs have been agreed upon and adopted, the superintendent should be given a free hand.

The worst thing a board can do is to inject politics and favoritism into the choosing of school personnel.

The finance commission of the city of Boston has recently pointed to the anomalous nature of the Board of Superintendents, whose authority in some instances outweighs that of the superintendent. As this Board of Superintendents is made up of the superintendent and his assistant superintendents, the chief executive is placed in position of having to obey the mandate of his inferior officers, if they happen to vote against him. The critics of this arrangement refer, quite correctly, to the "diffused responsibility" which results.

Superintendents, in their turn, frequently make the mistake of going over the school principals in dealing with internal matters of the school. Teachers are sometimes encouraged to lay before the superintendent or the board the problem which should first be brought to the attention of the principal.

Organization is a growth, in most school systems. It has lacked direction and thought. Strange kinks and quirks and overlappings and tangles have come into being—like the neglected undergrowth of a forest jungle. Fair results may sometimes be obtained in a tangled and knotted organization. But best results demand clearly defined powers and definite responsibilities.

Anson W. Belding

Associate Editor.

The Los Angeles Meeting

By ALBERT E. WINSHIP

My Indebtedness to California

I WOULD like to record my personal and professional indebtedness to California, and there will be no better occasion than in connection with the report of the Los Angeles meeting of the National Education Association.

My disappointment at not being at the Los Angeles meeting has prompted much thinking about American education, which has been my major interest.

I can think of no one now living who can have known every state and important city as I have known them historically, industrially, and professionally for fifty-six years, and I am indebted to California for this rare opportunity.

I have lectured in every state many times in the last forty-five years: in more than thirty of them in more than twenty years.

I have made seventy round trips to the Pacific Coast, traveling 2,000,000 miles and lecturing to millions of teachers, students, parents and others on education, and for this experience I am indebted to California.

John Swett was really the first cause of this indebtedness. My first across-country trip was fifty-six years ago.

John Swett had been my guest in Boston fifty-nine years ago, and I had him meet advantageously our literary leaders, and visit our historic shrines. He never forgot this favor.

In 1875 I was a member of the first editorial excursion party to cross the continent, and John Swett, then state superintendent, repaid my entertainment in Boston many fold, and as long as he lived he did everything he could for my pleasure and profit whenever I was there.

All of my lecturing, writing, and professional influence have centred in my unprecedented knowledge of the United States, and this has been due to my seventy trips to the Pacific Coast, and to the detours en route, and this has been due to the friendships that have never failed me, and John Swett was the first of these.

Unprecedented Program Problem

NEVER has any president of the National Education Association faced a situation in any way comparable to that of Willis A. Sutton.

No one could measure or estimate the effect of any feature of the arrangements until the last act in the professional drama had ended.

No one who was playing any part in the staging or acting of the drama could set a value upon any feature of it.

I watched from far away every play, every player, with the memory of the plays and players of sixty-two years vividly before me.

There was no one on any program as a drawing card. There is no one in the Old World or the New who could have been bought or borrowed, whose oratory or professional personality would have added anything to the attendance.

Nine-tenths of the attendance was from beyond the Rockies, and more than three-fourths of the speaking was by Californians, a condition that has never been known before.

Never was there anything like the Los Angeles atmosphere for the meeting. President Hoover was world glorified. Secretary Wilbur had struck a popular professional chord. Commissioner Cooper had christened the Office of Education sacredly, and Dr. Susan M. Dorsey, whom California has given a council chairmanship such as no one else has ever had, has rendered an unprecedented service to the city.

The Attendance

THE delegates were more representative than usual. There were 1400 delegates. This was more than 200 more than ever before.

There were nearly 15,000 cards filled out by those in attendance. It is a safe estimate that at Los Angeles, attractive as it is to school people, half as many were in attendance who did not enroll as enrolled.

As usual the press report and local announcements were much larger, but the best informed placed it safely at 22,000.

Miraculous Four Months

THE Los Angeles meeting will probably go into history with more specific achievements in creation and prevention in education than any education meeting in American history.

Four months ago it was scheduled to be the greatest mischief maker.

The first public meeting enthroned tolerance, and dethroned intolerance.

The first business meeting glorified democracy.

One by one every mischievous weather breeder of four months ago passed Los Angeles on the other side when June slid into July.

Delightful Peace

THERE was no rivalry between the Office of Education and the National Education Association.

This was never so noticeable before. There will probably be no rivalry again. The arguments for a Department of Education with a Secretary in the Cabinet will not be made from lack of interest in education by the Department of the Interior.

The Presidents

IT IS INTERESTING to be the only person who has ever known every one elected to the presidency of the Association in the seventy-four years since its organization in Philadelphia in 1857, and William E. Sheldon, the secretary of that Association, was my very close personal friend from 1864 to his death, and he was always a vital factor in the Association from the day of its creation.

I did not know all of them when they were in office.

I have known most of them when they were in office, before they were in office, and after they were president.

I have known why they wanted to be president, who wanted them to be president, why they wanted them to be president, and what they gained by being president.

For more than half a century I have known who wanted to be president and could not be, and why they could not be, and how they behaved because they could not be.

The Name of the Association

IN 1869, at the meeting in Trenton, New Jersey, I joined the National *Teacher* Association. The next year, at Cleveland, Daniel B. Hager of Massachusetts, president, the name was changed to National *Educational* Association, and in 1907 it was changed again to National *Education* Association.

After the change in 1870 there was some fierce bitterness against the Association in and about Boston and in Rhode Island. There was a sacredness about the word "Teacher" on the assumption that it had a democratic flavor.

This was inherited from the Horace Mann controversy growing out of his Seventh Annual Report and "The Remarks" of the "Thirty-one Boston Masters," which was followed by his "Reply," then their "Rejoinder," and his "Answer," all about "corporal punishment" and teaching the alphabet.

It is a bad mixture of professional comedy and tragedy. Nevertheless Horace Mann never recovered from the venomous poison which these "Thirty-one" and their friends scattered, and even at Los Angeles there was an attempt to inoculate the Resolution Committee with some of that venom.

The really famous glory of the meeting of 1931 was the silent resistance to a few things of which the membership knew nothing.

Tolerance in Education

THE restlessness in Italy and Spain gave the Los Angeles meeting of the National Education Association unprecedented significance. Civilization is jeopardized by the violent clash of church and state over family education.

The first session of the Los Angeles meeting for the first time gave equal platform recognition to parochial, private, and public schools.

The importance of this recognition was in the personality of the representatives of these interests.

Father John Wolfe, Dubuque, Iowa, superintendent of the schools of that diocese, spoke for the parochial schools. He is nationally known and his opinion has weight because of various crises in his diocese. Pope Pius XI could not have represented the parochial schools more satisfactorily.

It was an American presentation of the importance of religious education. There was no criticism of private or public schools.

Colonel Thomas A. Davis, president of San Diego Army and Navy Academy, magnified gracefully and forcefully the opportunity private schools present for desired special attention to children to whom public schools may not be adapted.

Colonel Davis in no wise presented the public school at a disadvantage because there are private schools that are different.

Dr. George D. Strayer, dean of Columbia University, president of the Horace Mann League, ex-president of the National Education Association, a prominent factor in every professional issue in the Association for a quarter of a century, was undoubtedly the best representative of public education in such a demonstration that could have been selected.

We have never read a stronger or wiser statement of the opportunity and responsibility of public education than his, and there was not a sentence to which his associates could object. Never before and nowhere else could just such a session have been held.

World Federation of Education

NEVER was there such an opportunity for education to render service to civilization as in the World Federation of which Augustus O. Thomas of Maine is president. Never were there such impossible conditions for financing such a responsibility as since the Geneva meeting of two years ago.

The recent turn in the tide has demonstrated

the ease with which the world would have responded had the awakening come sooner.

The Denver meeting of the World Federation of Education following the famous meeting of the National Education Association at Los Angeles would have made world education a glorious exploration of civilization.

Department of Education

DR. CHARL WILLIAMS will always have a solid vote for a Department of Education in the National Education Association, and until there is a Secretary in the Cabinet she will see to it that the Office of Education has all the money it needs and works in entire harmony with the Association.

If at any time there is any failure of Congress to do the right thing for children in the right way at the right time a Secretary of Education will control all affairs of education.

The Literacy Crusade

THERE has never been anything comparable to the demonstration at Los Angeles for the national elimination of illiteracy.

Mrs. Cora Wilson Stewart has behind her the committee appointed by President Hoover, of which Secretary Wilbur is chairman, the Office of Education of which William John Cooper is official leader, the President of the United States, the Senate and House of Representatives, every state legislature, and, as always, the National Education Association.

There appears to be a universal sentiment that any illiteracy of youth or adults in any state or territory is a national disgrace.

From Los Angeles to Atlantic City

WHAT could be more suggestive than for the meeting of this year to be in the world-famous winter resort of Pacific Coast in July, and in the world-famous winter resort of the Atlantic coast next year. Atlantic City undoubtedly owes its choice for 1932 to the immense success of the meeting of the Department of Superintendence in 1930.

An attendance of 22,000 at a summer meeting, as in the case of Los Angeles, is record-breaking. We hazard nothing in saying that the Atlantic City meeting will break the Los Angeles record if the world depression is really a thing of the past.

While Atlantic City is not primarily a summer resort its climate by the sea will be as restful as in any city in the country, and the absence of the traditional tourists will enable teachers to get accommodations and terms quite to their liking.

Democracy Magnified

THE first business meeting at Los Angeles gave the National Education Association the best opportunity in its history to demonstrate to the world the attitude of American school people on the relation of democracy to aristocracy in education.

The unrest of the world is measured by the quantity and quality of public sentiment toward civic democracy and aristocracy.

For the first time the Los Angeles meeting presented the question to the teachers so definitely that there would be an unmistakable record of the sentiment of the teachers of the citizens of the future.

For several months there was a vigorous, well organized campaign in the interest of some scholastic, aristocratic candidate for the presidency.

The voting was by delegates elected by a quarter of a million teachers. They elected a woman who represented democracy in every respect.

A more complete triumph for democratic sentiment would be impossible.

No one would be a candidate as an aristocrat on such an occasion.

Radio in Education

LOS ANGELES addresses of the National Education Association were broadcasted throughout North America. The Washington meeting of the Department of Superintendence will be broadcasted the world over.

This is the direct result of Joy Elmer Morgan's demand that education shall have definite recognition by the national officials of radio organizations.

This is one of the many fruits of the efficiency of the National Education Association. It commands the attention of every business interest because it is one of the biggest going concerns in the country, and Mr. Morgan has an office equipment as select as any big business in the New World.

Millions of people could hear program addresses in Los Angeles in their homes, offices and on the trains.

Woe to the speaker whose message was not of general public interest. It is a great warning to the making of the Washington program and all others hereafter.

Objectives of the Association

THE Los Angeles meeting has made all objectives of the Association new.

An objective is an attraction.

An objective is something that an organization enthusiastically consecrates itself to enjoy doing for the public good with no selfish purpose.

Dr. Joseph Rosier, president of State Teachers College, Fairmont, West Virginia, prepared the Objectives of the Association, which were the winnowed sentiments of the leaders in education.

Dr. Rosier is elected member of the executive committee of the Association, which is high official rank.

William McAndrew

WILLIAM McANDREW'S appearance on the general program, with Mary McSkimmon presiding, was one of the special professional attractions of the week. His theme was "Community Aid—From and To."

Absent treatment is not adapted to the reporting of an address by William McAndrew. Fortunately I was the first non-New York editor to magnify Dr. McAndrew's famous demonstration of "Community Aid—From and To" in the Washington Irving High School.

I probably said more with voice and pen nationally about Dr. McAndrew's attainments in making that school a laboratory on citizenship before he was ever on a general program of the National Education Association than any one has done since he became famous.

After retiring from the superintendency in Chicago Dr. McAndrew had two years of intensive lecturing on civic subjects, and then went to Italy and France for the enjoyment of relative leisure in study and writing.

As editor of Educational Review with "School and Society" he is enjoying life on the shores of Long Island Sound.

Mr. Morgan's Responsibilities

JOY ELMER MORGAN for four months was subjected to physical, mental, and emotional stress and strain such as no one else has experienced.

He had accepted engagements to speak officially in every section of the country on subjects that were expected to be considered at Los Angeles.

He was to edit a magazine, issue special publications that would promote membership, advance civilization, and satisfy every group of the civic, social, and industrial restlessness.

When the pageant of professional peace and prosperity came marching to Los Angeles from Bangor to Key West, and everywhere between, Mr. Morgan was admired by every one.

Mrs. Susan M. Dorsey

MRS. SUSAN M. DORSEY was really the most interesting personality at Los Angeles, because she has meant more to Los Angeles than any one else has ever meant to that city, and she means as much to California today as any educator means.

Mrs. Dorsey is the most outstanding American woman in public education today, and rivals Ella Flagg Young in public education of all time.

It has meant much to have this famous session of the National Education Association in Los Angeles when Mrs. Dorsey is chairman of the State Study of Education.

Was there ever such a combination of exceptional conditions as this meeting of the National Education Association has enjoyed?

Pearse and Chamberlain

IT HAS been interesting to turn memory loose over the sixty-two years that I have known the National Education Association under its three names, and Los Angeles in the forty-nine years that I have known it.

It is interesting to recall that Carroll G. Pearse was elected treasurer of the National Education Association in Los Angeles in 1899, and he was one of the important personalities this year, and has been officially active in national education for more years, and in more ways, than has any one else in the history of the Association.

He has attended more meetings of the life directors than any one never on a salary of the National Education Association.

This year he was executive secretary of the Horace Mann League, president of the Exhibitors Association, in charge of both of their banquets.

It is equally interesting to know that Arthur Chamberlain was elected for the first of his three years as treasurer of the National Education Association at Los Angeles in 1907. He was the soul of the great success of the Cleveland, Denver, and Boston meetings, which culminated in the election of Ella Flagg Young, the first woman president.

Every year since then Mr. Chamberlain has been actively promoting National Education Association interests, state and national, and this year he was a vital factor in many ways.

America's California

NEVER has anything been as inexplicable in the affairs of any state or organization as that the meeting of the National Education Association of the year 1931 should be in Los Angeles, should have as President of the United States, as Secretary of the Interior, as Commissioner of Education, citizens of California.

America's rescue of civilization is California's rescue of civilization through education, and the National Education Association celebrated the World's recognition of American education in Los Angeles.

The Opening and Closing

By J. W. CRABTREE

Secretary, National Education Association

THERE were many high spots at Los Angeles. Among them were sessions devoted to education and business, and the conferences on rural education. These were the beginnings of larger movements. The program as a whole was one of the most constructive in the history of the Association. Permit me to mention one or two important minor items that lent a touch of interest to the program, and which were greatly appreciated by the thousands of teachers in attendance.

Among the unusual features were the opening and closing sessions of the convention. The opening program, Monday forenoon, June 29, presented the views of youth on the education for tomorrow. There were on the program two high school graduates, a boy and a girl, and two recent college graduates, a young man and a young woman. These were among the most inspiring addresses of the convention and will be well worth reading in the Volume of Proceedings. This feature was not only new for the annual convention, but it was most illuminating to see how educated youth views the problems of the profession.

One of the finest features of the entire convention was the closing act. After a most excellent address of acceptance by the new president, Miss Florence M. Hale, and after other expressions of appreciation to the city superintendent of schools of Los Angeles, President Sutton called out on the platform at his left a beautiful girl of nine of Hawaii, and to a place at his right a fine boy of seven of Los Angeles, and then putting his hands on their shoulders called attention to the fact that the work of the Association whether as to salaries, tenure, curriculum, or better school conditions, was in the interest of the children of whom the little girl was a representative from our possessions and the little boy was a representative from the mainland. He then, with a hand still on the shoulders of each, closed the convention in a most fitting prayer asking for divine guidance in the great work ahead.

Fourteen Points

By JOY ELMER MORGAN

Director of Publications

IT IS a significant and inspiring fact that in a year of general depression the National Education Association should have had the largest and most vital convention in its history. It is evidence that the people appreciate the importance of the school and that the teachers are at work on their problems. The following points are of special interest:—

The general program was unusually well-planned. President Sutton spent a year's intensive travel and study in its preparation.

President Sutton both as speaker and presiding officer was an inspiring figure, beloved for his sincerity and charm.

The programs of departments and allied associations were notable. Any one of a score of them would have been a great national convention in itself.

There were more than 1400 official delegates to the Representative Assembly. Membership in this assembly is one of the highest honors in the profession.

The attendance was large. More than sixteen thousand signed up at the registration desk. Ten thousand is the largest number that has signed at any convention since records have been kept. The attendance is much larger than the number who register. A conservative estimate placed the Los Angeles attendance at twenty-two thousand.

Many members, including President Sutton, Mrs. Sutton, and Willis Sutton, Jr., came to the convention in their own automobiles.

The organization of the local committees was thorough and efficient. Needs had been anticipated, and machinery was well set up before the convention opened.

The hospitality was especially generous and intelligent. High records of other years were exceeded. The fine friendship and hospitality of these conventions means much because it helps the teachers to interpret the best side of American life to the children.

The teachers were guests at a special performance of the Mission Play in the Hollywood Bowl on the evening of July first. Henry van Dyke describes this play as "the greatest of the world's pageant dramas." The teachers saw the 3,140th performance under a perfect California sky with an attendance estimated at thirty thousand.

Guest rides over the city in a tri-motored airplane and in the Goodyear blimp were features of the hospitality.

The resolutions committee submitted an unusually fine report. Joseph Saunders of Newport News became chairman, Dr. John W. Abercrombie, who had served as chairman of the committee during the year, being unable to be present. The resolu-

tions determine the educational and civic policies of the Association. The resolution on the Eighteenth Amendment was the first to be applauded by the audience.

The National Conference on Rural Education made recommendations looking toward a national conference on rural education and culture to be held in the nation's capital, following the general plan of the White House Conference on Child Health and Protection.

The Board of Directors adopted a resolution and made an appropriation for a nation-wide study of social-economic objectives of America.

The newspaper reports of the convention were fuller than usual, including a large daily telegraphic service to all parts of the country by the leading press associations.

Many of the delegates remained in the West to play, to teach, to study, or to attend the World Federation of Education Associations at Denver.

Best in Ten Years

By HAROLD A. ALLAN

Director, Business Division

IN ENTHUSIASM, in numbers registered, in attendance at meetings, in interest of programs and in courtesies extended, the Los Angeles convention perhaps stands ahead of all educational meetings held during the past decade.

Californians united in their efforts to make the Easterners happy. Nothing was left unseen or undone. Bouquets and blimp rides, motion picture studio visits and beach parties were provided.

The mechanics of the convention operated smoothly. While there were those who suggested the desirability of moving the hotels closer to the meeting places, even those folks found that after they reached the Shrine Auditorium they had one of the finest and the largest theatre in the world for the sessions. The department meetings were held generally in buildings on the campus of the University of Southern California, immediately adjacent to the Shrine Civic Auditorium. The exhibit space was ideal, and many of those participating reported an interest and attendance considerably exceeding that of any previous exhibit—summer or winter.

Adding spice to the programs were stunts by state delegations and the introduction of a group of movie stars. Local choruses and orchestras furnished splendid musical entertainment.

Atlantic City for 1932 was a most popular choice and the New Jersey folks already are planning to excel Southern California in hospitality and attractions.

The Life Membership Dinner

By HARRIET M. CHASE

Director, Secretary's Office

THE life membership dinner was held in one of the finest banquet halls at the Biltmore Hotel. The room was tastefully decorated. Tables were arranged to place the five hundred members and guests in regional groups.

At the speakers' table the president, vice-presidents, the secretary and a few distinguished guests were seated. The menu was well chosen and the service the best a great hotel could give. The California teachers had supplied the tables with stacks of beautiful flowers, and had arranged for music in keeping with the occasion. C. G. Pearse of Wisconsin presided. Mr. Siders delivered a brief address. It was a classic. Appropriate remarks were made by the chairman and by President Sutton.

The best was the conversation and the enjoyable time at each of the tables. The better the cause which calls people together in the banquet hall, the greater the occasion. The conversation at the various tables showed the importance attached to life membership. It was given full credit for the half-million-dollar headquarters plant of the Association, but more important still it was held up as a plan to provide funds to guarantee permanency to the organized profession.

One of the pleasantries was that of a group's giving the Secretary credit for it all, and his vehemently denying the same. Some one explained, however, that he was not untruthful in other matters. On leaving, the members carried away the beautiful flowers presented by California. They also carried away delightful memories of this occasion and the inspiration to help in doubling the list of life members within the next year or two. There are now 4,500 adding $450,000 to the permanent fund of the Association.

Willis A. Sutton

By ALBERT E. WINSHIP

THE famous success of Willis A. Sutton as president of the National Education Association in 1931 is remarkable. No one in seventy-six years has had such a test as was his.

The professional boll weevil, corn borer, and every other pest that education dreads was due to appear at Los Angeles more numerously and more viciously than ever before.

There was no reason to expect Dr. Sutton to meet such a complex professional crisis wisely. He had no close official experience with Crabtree and Morgan, Shankland and Allan, who had earned public confidence by innumerable successes in less troublous times.

Dr. Crabtree, speaking for his associates, says without reservation that he has never known a president who has met every condition of success more prizefully than has Dr. Sutton.

WILLIS A. SUTTON
Retiring President, National Education Association

The most distinguishing feature of Dr. Sutton's creation of the program was the recognition of youth.

That was the real flavor which he brought to the Association from the Southeast by his presidency.

One entire session was set apart for the consideration of six important problems of the individual, the family, and the country, local, national, and international, by students from San Francisco, Memphis, Baltimore, Iowa City, Muskogee, and Kansas City.

Three of the problems were personal, and three were of community service.

Three of the speakers represented schools on the Pacific Coast and in the Missouri Valley, and three the Atlantic Coast and the Mississippi.

For seventy-five years the Association has magnified the wisdom of school men and women in telling children what to do and what not to do, how to say and do things, and how not to do and say things.

For the first time Dr. Sutton has allowed youth to tell the school men and women what to do and what not to do; how to do things and how not to do things in order to promote a better civilization.

The unanimous opinion of those whom we have consulted pronounced the presidency of Dr. Sutton as superb. That is a vital need in the success of a meeting. It is never considered in the election of a president.

AMERICA is a land of opportunity and don't ever forget it. Yesterday out here in Los Angeles (where our local papers say people are dying from heat by the thousands in the East) out here we are just dying but for no particular reason at all.

Well, there was elected to a very high office, president of the National Education Association, just a plain, pleasant-looking, fat (and enjoying it) common-sense woman. She is head of the rural schools in Maine, and when you are rural in Maine you are rural. Now she is head of all the teachers in our land. I guess from her name Miss that she is an old maid, but darn it I just liked her looks in the paper this morning, and I believe she could teach these young modern heathens of ours some sense. Yours,

Will Rogers.

Florence Hale

By ALBERT E. WINSHIP

THE ripening of Individuality into Personality has never been demonstrated to my knowledge as in the case of Miss Hale.

Individuality was her joy and her pride till about two years ago, when she harvested a personality that has been gloriously marketed.

About a quarter of a century ago she went from Massachusetts to the faculty of the Presque Isle State Normal School in Northern Maine, and the educational leaders soon recognized that she was exceptionally interesting to the country people, and that her audiences were always larger than others.

Invitations began to come from other states.

FLORENCE HALE
President, National Education Association

This was highly pleasing to Maine people, and to various Maine interests. There are Maine people everywhere, and Maine people were in her audiences, and they were not only loud in appreciation of her there, but they wrote to home folk in Maine.

There has never been anything like this in New England's experience. It was never in any sense statesmanship, but skillful salesmanship.

It was her individuality on the platform that fascinated people.

She reciprocated by desiring the friendship of the professional mass. She wanted people to demonstrate their appreciation in mass, and not as individuals.

She wanted their votes and not their petting praises. Consequently, she interested those who wanted to do something for her rather than those who would rejoice in her popularity.

In 1923 Florence Hale had never been known nationally. William B. Owen was president of the National Education Association. The evening meetings were in San Francisco, the delegates stayed in Oakland. There had been no platform attraction that had drawn an evening audience, and no closing speaker who had held an audience.

It was the last evening session. There were all sorts of evening attractions at the Oakland hotels. There were professional attractions on the Association program that evening.

Miss Hale was last on the program. She had been suggested by one of her associates in the State Department of Maine. She was wholly unknown, and Dr. Owen did not like to take the risk. He asked me how he could get out of putting her on the program.

I knew little of her attainment, but I knew she was clever, and I answered him that she would not make a great address, but she would not be a failure; that she could not fail!

The audience was not large, but was important and professional. The speakers who preceded Miss Hale were highly esteemed, and had talked overtime. They talked for professional fame rather than to sell the National Education Association to the audience.

As the speaker preceding her was closing, the audience almost solidly was rising, when President Owen, without a word of introduction, waved Miss Hale gracefully to rise, and as she rose she said, so that everyone heard her say humorously:—

"I am glad to know that women are not the only ones who cannot stop talking."

Every one dropped into his seat laughing, and every sentence was enjoyed and every paragraph cheered. It was a group of remarks, attractive, philosophical sentiments.

With that experience vividly in mind it is especially delightful to have Florence Hale elected to the presidency in California eight years later.

Miss Hale was urged to be a candidate by "interests" in 1925, 1927, 1929, because her individuality would help their interest.

Now she is gloriously elected in an emergency when American education and civilization need a personality that serves no individual, no group, and no interest.

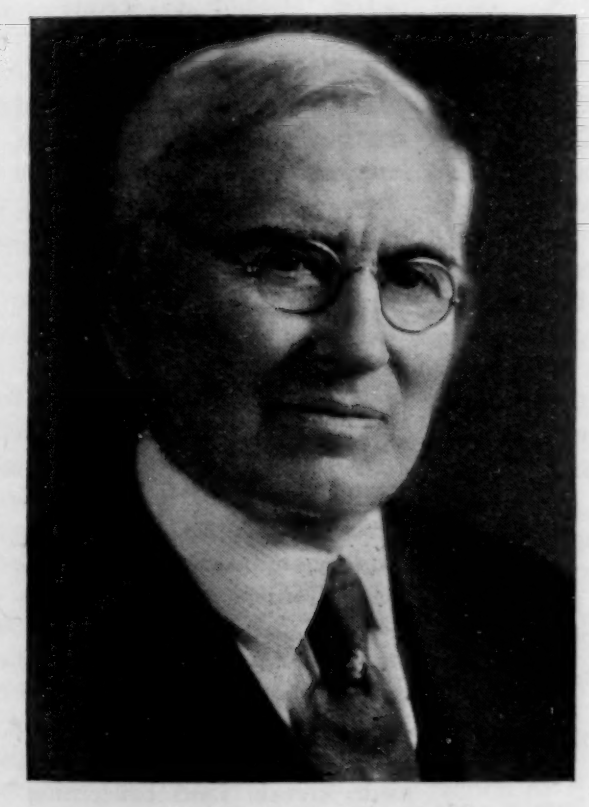
James W. Crabtree

By ALBERT E. WINSHIP

THE leadership of Secretary Crabtree is wonderful. I tremble when I think of the time when anyone attempts to assume responsibility for following him.

He has never pretended to have attainments, has never advertised achievements. He started in school work as soon as was needed by humble folks, and was glad of an opportunity to help children, families, and neighborhoods that needed such help as a modest youth could give.

He was teaching an unimportant little school at an inconsequential wage when he was elected to a much better school at a larger wage. He replied that he had not sought the place, and could not



J. W. CRABTREE
Secretary, National Education Association

accept it because he was expected to return to his other school. That was an unusual attitude in rural Nebraska at that time, and was much talked of, to his advantage.

After a few minor waves upwards he was elected principal of the Peru State Normal School, when it was the prize package in Nebraska. It was when politics ran wild there, and he was in a game that did not appreciate a man who did not know enough to take a better job and a higher wage in a country school. He lost out in the political mix-up, and having learned something about politics, he picked up the state superintendency.

He was soon back in a normal school principalship at River Falls, Wisconsin, where he demonstrated such ability that he attained national distinction professionally and administratively.

Friendship was always his major. He was loyal to his friends, and they reciprocated devotedly. I was close to him the day he went to Peru. I had been interested in that normal school from the year it was created.

My pal in two institutions and a home neighbor from my 'teen days was a teacher in that school the day it opened.

At the Portland, Oregon, meeting of the National Education Association in 1917 the chief issue was having headquarterrs in Washington.

Secretary Durand W. Springer's interests in Michigan made it impracticable for him to continue in office. J. W. Crabtree of River Falls, Wisconsin, was chosen.

The wonderful story of the National Education Association since 1918 has been told many times. It reads like a fairy tale.

There is nothing in the carrying of a treasury from a negligible sum to $500,000 really comparable to what happened in four months from the Detroit meeting to the famous achievement at Los Angeles.

Four months ago the restlessness of the world was at its height, and it had its promoters in every phase, professional and political, in the National Education Association.

The thunders roared and the lightning flashed and tempest clouds gathered. The Los Angeles meeting was scheduled as the storm centre for all professional and administrative forces.

As the 1400 delegates came from every section a brilliant rainbow of peace and promise arched the sky.

The Los Angeles meeting proved to be a rainbow arching the education heavens. Every cloud that had threatened was a prism of all the colors that can contribute to a better civilization.

And the patience, wisdom, and devotion of James W. Crabtree in fourteen years' service materialized as these four months revealed the need of the harmonizing of all interests which have made American education the noblest factor in civilization.

The BOOK TABLE

GOOD READING FOR HIGH SCHOOLS: ENGLISH WRITERS. By Tom Peter Cross, University of Chicago; Reed Smith, University of South Carolina; Elmer C. Stuaffer, Crane Technical High School, Chicago. Cloth. 776 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

School book publishing has attained a rank never anticipated even a decade ago. This is especially true in the matter of school reading, which was the first great departure in American education.

Adult education has the literary heavens as its field. There is no sphere to limit its possibilities. What the famous new telescope of Pasadena is to the stars, this volume on "English Writers" is to high schools and to adult education.

"Good Reading for High Schools" is breaking a new trail in American education that promises to be an important successor to the original "New England Fifth Readers" classic English pioneering and the McGuffey era.

It is likely to be as long before there is any "English Literature Lens" to supersede "English Writers" of "Good Reading for High Schools" as it is that there will be a larger telescopic lens than that which brought the astronomers of the world to Pasadena.

"Good Reading for High Schools," this English literature lens, can be in the hands of any student in school or at home, youth or adult, for the price of a grand banquet.

What a time to be alive!

THE JUNIOR COLLEGE. By Walter Crosey Eells, Stanford University. Cloth. 866 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The Junior College is only twenty-three years old, and was chiefly a California institution for more than half its years. It has suddenly aroused intense jealousy, especially in California, where the State University made political issue of something the Junior College planned a few months ago.

Several university presidents and professors are openly attacking them.

While much has been published about junior colleges this book of 866 pages has a wealth of interesting and important information.

In twenty-three years 450 junior colleges have been established with a total of 67,487 students. California has 49 with an enrollment of 14,000 students, Texas has forty-seven with 9,000 students, Iowa has twenty-eight with 1,800, Illinois has only thirteen, but these have more students than Texas has with forty-seven junior colleges. Missouri has twenty-three colleges, with 5,550 students.

There are sixteen states with more than ten colleges and twenty-three states with fewer than six colleges.

There are all sorts of classifications, each of which is illuminating.

INTRODUCTION TO THE USE OF STANDARD TESTS. By Sidney L. Pressey and Luella C. Pressey of Ohio State University. Cloth. 303 pages. Yonkers-on-Hudson, New York: World Book Company.

Testing and measuring has become a high art. It can no more be left to the judgment of one not adequately prepared to pass upon it than proofreading can be left to a girl because she has good taste in dress.

Testing in education is a wholly new science. The values are wholly human, and no one should be allowed to practice the art who does not instinctively prefer concrete human problems to abstract philosophic problems.

From the first the World Book Company has been pioneer publisher of all phases of Americanized strains of testing and measuring human activities in education.

"Introduction to the Use of Standard Tests" is a solution of problems that have produced a professional restlessness that threatens education deflation, which might be disastrous.

There will be no excuse hereafter for anyone not to know what not to do when tempted to measure the value of any problem in education.

This book covers the whole range reliably and interestingly.

MAKING THE MOST OF HIGH SCHOOL. By Clyde M. Hill, Yale University, Raymond D. Mosher, University of Idaho. Cloth. 288 pages. Chicago, New York, San Francisco: Laidlaw Brothers.

This is a book of educational guidance for junior high school students. It is an interesting book for any high school student.

It throws light on each subject, It is especially valuable in its chapters on various ways to spend leisure time.

We are always interested in school books in which home folk will be interested, and by which they will be educated. From that angle this book will be highly valuable. It presents each subject by contrasting the way it is studied now with the way it was studied several years ago.

The illustrations are exceptionally interesting, especially from that viewpoint. The illustrations alone for their education influence upon the parents are worth much more than the book costs.

In contrast with the literature that many families put their money into, the school books are a good investment, paying good dividends.

The attempt to create prejudice against public schools because of the cost of textbooks is absurd.

The books that are published now are far more valuable for school and home use than ever before.

The emphasis placed on adult education heightens this service of textbooks.

THE SUPERINTENDENT AT WORK IN SMALLER SCHOOLS. By R. V. Hunkins, Lead, South Dakota. Cloth. 400 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Of all the books that have come to our desk this summer we consider this one of the best of the year. We had already begun our crusade to put superintendents of each state on a level as to certain facts concerning professional service entirely apart from their professional degrees.

Here is a book born in South Dakota that rejoices me greatly. I have known the South Dakota superintendents, as a whole, better than those of any other state. For four years, recently, I spent a month each year making the rounds with the state superintendent, a day in each group of counties, meeting every superintendent, most of them at work in "small schools," and they were on their job wonderfully.

This book, born in the famous Black Hills, is down on the ground, down where the "dirt farmer" works and up where the scientific economist soars.

Henry Ford could not do a better job than to present an autographed copy to every county superintendent, legislator, and school director of the United States and Canada.

EDUCATION IN ACTION

Education Plan Urged for United States

Professor Briggs of Columbia Assails Present System of Progress That Is Without a Well-Defined Objective

Creation of a national program, similar to the Russian five-year plan, with emphasis on education as a means for the spread of propaganda, was urged by Professor Thomas H. Briggs of Teachers College, Columbia University, in a recent address.

Denouncing American satisfaction in a "planless progress," Professor Briggs said "our paramount need is the establishment of a commission to prepare a national program in which education will have its place. A planless education will necessarily be an ineffective education—ineffective, wasteful and obstructive of the possibilities of better procedures for social good. In nothing other than the most important things of life, social welfare, religion and education, do we proceed planlessly. For every business, however small, has its plan."

Professor Briggs then asked what we wished our nation to be. Only when that question is answered, and not before, will we be ready to formulate a program, he asserts. "And when we formulate it," he continued, "education, particularly from the twelfth year onward, will be found an essential to effective accomplishment. When there is a national plan, secondary education will no longer be for most of youth a fetish and a luxury. Finding its direction it will become for society an essential to preserving and to promoting the ideals of democracy."

Schools throughout the country, today, however, don't begin to fill the needs of American youth, Professor Briggs asserted. Year after year they turn out graduates unfitted for life's duties, though year after year, he pointed out, several million boys and girls enter high school with expectancy and hope, with the result that "the hungry sheep look up and are not fed."

"No stretch of the imagination," said Professor Briggs, "can prove that, for example, a foreign language is an appropriate study for anything like the number of youth who are forced to elect it, or that algebra is appropriate for all boys and girls in the ninth grade. Such studies are justifiable for a fraction of youth, but for the majority are as unsuited as howdah trappings for a horse or as oats for an automobile."

The reasons for these glaring discrepancies lie in "the planlessness of our whole national life," said Professor Briggs, particularly as seen in educational systems and in the complacency with which the public regard the "fetish of education." It has been too busy "scrambling on the road to prosperity," he continued, "to think what education is or should be. The public has inordinate faith in the competence of the teacher and administrator. It may find fault with the individual, but certainly it is not critical of the profession as a body."

Not only the public, but teachers are over-complacent, Professor Briggs asserted. They are occupied only with carrying on tradition and balancing budgets. Thus between the self-satisfaction of the teaching profession and the inertia of the public the school system of the country, he said, proceeds along the lazy path to degeneration.

Japan Subdues War Accounts

The Japanese Ministry of Education has decided to make an important change in the textbooks used by students of primary schools, starting with the next fiscal year, by toning down the sensational historical accounts of war which are published in a graded series from the first to the sixth year courses. The authorities believe that too much stress has been laid upon feudal wars and many of these incidents of history are to be replaced in the new textbooks by stories of the culture and civilization of old and modern Japan, so as to make peace predominate in the national mind. Japanese history books have not been revised since 1914. The Ministry of Education is planning to substitute, to some extent, accounts of the social and political organizations of old Japan, the progress of national civilization, the politics and culture of the Nara period and the political phases of the present time. Textbooks for courses in sewing also are to be revised so as to show the modern foreign styles of dressing. The new books will give measurements based on the metric system instead of the Japanese system.

"Last" State Works Hard on Education

Despite depression and drought, Arkansas has broken away from its former rating as "last" State in public education. About $4,000,000 has been spent on public school buildings alone during the past year; the organization of the system has been improved; school revenues have been increased; and a survey of all Arkansas public schools has been made for the purpose of working out a plan providing standard elementary and high school advantages for every child in the state. So marked has been the improvement in Arkansas that William John Cooper, Federal Commissioner of Education, recently characterized the report of the State Department of Education as "the most promising item of school news which I have encountered during the course of the depression." Since almost 80 per cent. of its school population is rural, Arkansas is now waging an active campaign against the one-room schoolhouse. Rural school facilities have been consolidated and modernized, and numerous additions made.

City Building Thirty-One Schools

Thirty-one school buildings and additions are under construction throughout New York City at a total cost of $20,283,521, according to a report received by the Board of Education from Walter C. Martin, superintendent of school buildings. The report listed new buildings under way and their condition as of July 1. Two general high schools, a technical high school, an industrial high school and a continuation school were shown in the report to be the largest projects under construction. The others are new elementary school buildings and additions. Twelve new school playgrounds were also reported to be under construction.

Mexican Students Rap U. S. Customs

A committee of National University students in Mexico City has published a manifesto calling upon Mexicans to rebel against American customs and to develop Mexican culture. "Substitution of native music by jazz and blues assumes the proportions of traitorship to the country," the manifesto said. "We must fight imperialism in its many disguises, such as talking pictures in English, jazz and 'good will.' We must preserve the Mexico that fought against the American invasion at Vera Cruz and against Pershing at El Carrizal."

Nation Adopts Summer Camps

The summer camps which have been springing to life in recent weeks with

the arrival of thousands of youngsters from the cities are taking giant strides in spreading across the nation. New England, which had 90 per cent. of the country's camps in the days when they were mainly airing places for boys and girls from the crowded cities of the East, has been overtaken in the last ten years as the educative value has gained recognition, until now this section's proportion is barely 20 per cent. New York comes first among the states, with 418 of the nation's 3,234 private and organization camps listed; Pennsylvania comes second with 244 and Maine third with 235. California now ranks sixth with 168, Michigan seventh, Ohio and Illinois eighth and ninth, and Wisconsin twelfth.

Bolivian Indians In School Fight

American Methodist missionaries, who have founded many Indian schools on the Bolivian plateau, are reported recently to have refused to found a new school for Llojllata knal because near this community was a school for the Ancorianis community which could serve both. The Llojllata Indians insisted they must have their own school, and when this was definitely refused, they raided the Ancorianis school and village, destroying the crops and houses and killing the cattle. When arrests were made the Indians tried to justify their action by saying that the Methodists were allies of the devil and therefore must be expelled from the plateau. The Almara Indians, however, are anxious to be educated and favor the schools.

School Children Need Counsel

More than half of the normal pupils in the country's schools have psychological problems that might be benefited by expert attention, according to Professor Goodwin Watson of Columbia University. His opinion was expressed in a report of a survey made to see how receptive public school superintendents were to the idea of engaging psychological counselors. Mentioning shyness, withdrawing dispositions, nervousness and unpopularity as examples of maladjustment, he says that, despite the tendency to reserve counseling service for the seriously handicapped, "the opposite policy would probably yield greater returns. It is with those pupils already gifted in high degree, but limited by a few unfortunate adjustments, that the psychological counselor can make his most gratifying contribution." Fifteen per cent. of the school superintendents who replied to a questionnaire said they already had such counselors, 54 per cent. expect to have one or more soon, while 31 per cent. are not likely to engage any.

Three Generations Teach in Same Post

For 104 years—from 1821 to 1925—a teaching position at Souhesmes (Meuse), France, was held successively by Nicholas Grandjean (1821 to 1867), his son, Prosper (1867 to 1899), and his grandson, Charles (1899 to 1925), according to L'Ecole et la Vie, a weekly review of education published in Paris. The item was published by the United States Office of Education, which said this was a record as far as it knows.

Profits on Pigs Pay Way in College

Miss Elizabeth Chapman, who lives near Hereford, Texas, and attends Baylor College for women in Belton, is an authority on pigs. During four years of 4-H club work before she entered college Miss Chapman made more than enough money from her pig projects to finance her first year in school. With this start she expects to pay most of her college expenses out of profits from her hogs. In addition, Miss Chapman won almost every prize offered in her county, including numerous medals, trips to the Dallas State Fair and farmers' short course, and various awards in cash.

School Board Under Fire

Some time this summer the Cleveland School Board, in answer to many requests, will make an investigation as to why Brent Dow Allinson, World War pacifist and now lecturer and writer on Russia, was not re-engaged after a year's contract, to continue a school supervision survey expected to cover three years. Superintendent R. G. Jones has said that he did not re-employ Allinson because of a feeling that he was not the proper man for this work, and that Allinson's past as a conscientious objector had nothing to do with it. Superintendent Jones admitted he had talked to two industrialist leaders of Cleveland who disliked Allinson's connection with the schools, but declares their views had nothing to do with his decision. The investigation follows demands by labor unions and liberals of Cleveland.

Italy Campaigns To End Illiteracy

The number of illiterates in Italy, who before the war represented nearly one-half of the total population, will fall to a remarkably low record when detailed census figures are released. The Fascist Government, through energetic reforms, is swiftly stamping out illiteracy throughout the peninsula. When the figures are completed it is expected that less than 10 per cent. of the total population will be registered as being unable to read and write. Before the war the 1911 census revealed that only 62 per cent. of Italy's total inhabitants over six years of age could read or write. The 1921 census, the last taken before the present one, showed an increase of 11 per cent. in literacy. This represented a great advance over the late years of the nineteenth century, when only slightly more than one out of every three persons over six years of age could read or write. Ele-

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Sincerely yours,
Mrs. A. R. Wilson,
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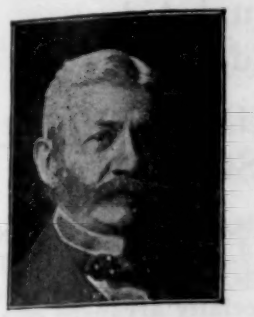

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mentary education is compulsory in Italy and illiterates are placed under certain disabilities.

Girl's College Sidles Away

Miss Pauline Clare's College moved around so fast she couldn't keep track of it. Hence Miss Clare, who lives in Wichita, Kansas, appealed to the Chicago police recently to find her college, which they did with 100 per cent. success. Her appeal was made when she appeared on a Saturday before Sergeant Frank Loskell, of the Missing Persons Bureau. "I am looking for my college," she said. "I've looked all over for it since it left me in Detroit on Monday. It's supposed to be in Chicago, but I can't find it anywhere, and . . ." Sergeant Loskell was puzzled, but kept right on listening. "Maybe," continued Miss Clare, "I should have explained. Well, you see, five weeks ago I enrolled in the 'Omnibus College.' We have 500 students and we are touring the country in thirteen buses. We study botany and geology and we visit museums and art galleries. It's tremendously educational. We were in Detroit on Monday and when I went to attend college it was gone. It had left seven minutes before I got there. I got a train and came to Chicago because I knew they were coming here, but where are they?" The college was found in a forest preserve. Dean William F. Goldsmith was reached by telephone. "You," said the dean to Miss Clare, "better hurry out here. Your college is starting back to Wichita."

Teachers' Tests Will Be Probed

The board of superintendents of Boston have been instructed by the school committee to investigate the grades received by students who took the June entrance examinations for Teachers College in Boston. The school committee in special session voted unanimously that this action be taken immediately and that particular consideration be directed to the grades received by Boston public school candidates. Reports of the inquiry must be filed with the school committee early in the fall. The action of the committee was the aftermath of numerous complaints that a large proportion of the candidates received very low grades. As a consequence it was said that many Boston school students did not pass the requirements. The passing grade is 60 per cent.

China to Enforce Foreign Schools Edict

Foreign educational institutions in China have been given until the end of August to register with the National government and comply with the regulations drawn up last year for these institutions. Despite protests from some missionary organizations, the government adheres firmly to its original contention that the regulations must be observed, and it is believed that the date now set will be made final, as the time limit already has been delayed from the end of 1930 to August. Missionary institutions, which register, pledge themselves not to make religious instruction compulsory. The regulations do not object to voluntary courses in Christianity or any other religion. The regulations also provide that Chinese educators must be the heads of registered schools, although foreign educators may occupy important positions.

Philosophy of Mo Ti Revived by Chinese

A Chinese philosopher, who has been suppressed for centuries, Mo Ti, has finally emerged from obscurity, and threatens to replace Confucius as the greatest of Chinese sages, declares Dr. Y. P. Mei, of Yenching University. Centuries ago this philosophy threatened to engulf Confucianism, and it was accordingly suppressed by the established Confucianists, Dr. Mei said. Young China in her present period of unrest is eagerly turning to her old teacher who taught under rather similar conditions. Dr. Mei noted that the philosophy of Mo Ti is available in German besides Chinese.

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GRINS BETWEEN GRINDS

At Last

Jim the Porter—"Boss, de ladies has finally giv' in, ain't dey?"

Boss—"Give in? How?"

Jim—"Well, Ah jes' now seed a sign down de street dat said: 'Ladies' Ready-to-Wear Clothes.'"

Clever

Miss Siddall — "Where is iron found?"

Charles—"Junk yards, raisins and spinach."

The Least She Could Do

Sixteen-year-old — "Yes, mother, I know that grandma is old and feeble, but I think she should be made to sweep up her own cigarette ashes."—Life.

Helpful

"So you're married! Did you have a honeymoon, Malinda?"

"Ah suppose you might call it dat, ma'am—Ephrraim done helped me wid de washin' de fust week."

"Dusty Answer"

"If your father could know of your conduct it would make him turn in his grave."

"It couldn't. He was cremated."

Where He Found It

Mrs. Carney (rushing into the living room, panting for breath)—"Oh, Walter, I dropped my diamond ring off my finger and I can't find it anywhere.

Mr. Carney (very calmly)—"It's all right, Olive, I came across it in my trousers pocket."

Clever Alibi

Mistress (as a hint): "Mary, yesterday I wrote something in the dust on the sideboard and I notice it is there still."

Mary: "Yes'm, I said to myself: 'That must be some important note the mistress has made.'"—Die Muskete.

Important Men Seldom Look It

Mother—"Ralph, dear! Don't go too far out in the water."

Ralph—"But, look, Daddy's out a long way."

Mother — "I know, dear, but your father has his life insured."

Only Clue

Nurse (at insane asylum)—"There's a man outside who wants to know if any of the male patients have escaped lately."

Doctor—"Why does he ask?"

Nurse—"He says somebody has run off with his wife."

Code

Following is a Scotchman's telegram reporting an accident:—

"Bruises hurt erased afford erector analysis hurt too infectious dead." (10 words.)

Translation:—

"Bruce is hurt. He raced a Ford and wrecked her, and Alice is hurt, too—in fact, she's dead." (19 words.)

Modern Toxicology

Professor — "What is the most potent poison?"

Student—"An airplane; one drop and you're dead!"

Lifetime to Pay

Mandy: "Boy, dat sho am some ring. What size is de diamon?"

Rastus: "Dat am de fo'teen-year-installment size."

Honkology

Friend—"Whom does your little son look like?"

Happy Father—"His eyes are mine, the nose is my wife's, and his voice, I think he got from our auto horn."

Cruel Pop

"Boo-hoo-oo," wailed the little boy.

"Well, sonny, what seems to be the trouble," inquired the kind-hearted old lady.

"Pop drowned all our kittens."

"My, what an awful thing to do."

"Yeah, he promised I could do it."

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Meetings To Be Held

SEPTEMBER

10: Massachusetts State Normal School Teachers' Association, Secretary M. Grace Fickett, State Normal School, Westfield: Bridgewater, Massachusetts.

14-17: American Public Health Association, Secretary H. N. Calver, 370 Seventh Avenue, New York City: Montreal, Canada.

28-30: New York State Council of City School Superintendents, Secretary E. L. Ackley, Johnstown: Lake Placid, New York.

OCTOBER

2-3: National Congress of Parents and Teachers of Vermont, Secretary Mrs. W. A. Sargent, 15 North Street Extension, Rutland: St. Johnsbury, Vermont.

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

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